



ONTARIO

Department of Education

Courses of Study

Grades IX, X, XI, XII and XIII

Physical Education

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COURSES OF STUDY
in
GRADES IX, X, XI, XII AND XIII
COLLEGIATE INSTITUTES, HIGH, VOCATIONAL
AND CONTINUATION SCHOOLS

PHYSICAL EDUCATION

The course in Physical Education replaces the previous course in Physical and Health Education and Citizenship Corps Training. Certain health education topics which are considered to be the responsibility of the physical education teacher have been included in this course. Basic drill has been retained in the boys' course but all other subjects of the Citizenship Corps Training programme have been deleted. The subjects included in this course are obligatory for all secondary schools of the Province, except where exemption has been granted by the Minister of Education. Local curriculum committees are encouraged to make suggestions to the Department of Education for a later revision of this course.

OBJECTIVES:

1. To promote the healthy growth and physical fitness of the adolescent pupil.
2. To develop the fundamental skills of the body—e.g. walking, running, jumping; derived skills peculiar to individual games and rhythmic; good posture.
3. To encourage desirable attitudes and behaviour—especially in leadership, sportsmanship, co-operation.
4. To promote an interest in physical activity which will carry over into leisure time.
5. To increase knowledge of the principles of good health and to develop good personal health habits.

RECOMMENDATIONS

GENERAL:

1. A medical examination of every pupil should be made at regular intervals in order to safeguard the pupil's health and to grade pupils for physical activities.
2. A health co-ordinating committee should be set up in each school under the guidance of the principal to distribute the responsibilities for health education among all school personnel.

CURRICULAR PROGRAMME:

1. Physical activity periods should be conducted out-of-doors whenever weather and facilities permit.
2. For adequate instructional purposes no class in physical education should exceed forty pupils.

3. A suitable costume should be worn during the physical activity periods. Where possible these costumes should be uniform throughout the school.
4. Pupil leadership should be used as much as possible and distributed as widely as possible as a means of developing self discipline and self reliance.

EXTRA-CURRICULAR PROGRAMME:

1. Responsibility for the extra-curricular programme should be distributed among the staff under the guidance of the principal.
2. Interschool games have a definite value for both boys and girls provided that they do not monopolize the school recreational facilities and the teachers' time and interest and provided that every pupil has adequate opportunity to participate in the intramural programme.
3. Co-educational activities should be encouraged particularly in such activities as badminton, tennis, ballroom and folk dancing.

CADET TRAINING:

Although the value of cadet training in the school programme is recognized the training during physical education periods should be limited to basic drill. All other cadet training subjects, e.g. rifle shooting, signalling, etc., must be considered as extra-curricular activities.

EQUIPMENT AND SUPPLIES:

The following is a list of MINIMUM equipment and supplies recommended for use in the physical activity programme.

PERMANENT EQUIPMENT

Fixed Equipment:

Basketball Blackboards (2 official for games; 4 practice boards on side walls for class instruction)
 Blackboard
 Bulletin Board
 Wall Bars (6-8, Not to be placed on end walls)

Moveable Equipment:

Badminton Fixtures (1 - standard and 2 - wall fixtures)
 Balance Benches (6)
 Climbing Ropes (4)
 Horizontal Bar (adjustable)
 Hurdles (4 - 2'6")
 Jumping Standards (2 sets)
 Mats (5 - 5'x10' and 4 - 5'x5')
 Mat Truck
 Parallel Bars
 Piano
 Pommel Horse
 Tumbling Box
 Vaulting Poles (2)

Victrola

Volleyball Fixtures—(1 - standard and 2 - wall fixtures)

Shot Puts (2 - 8 lb. and 2 - 12 lb.)

Spring Board

SUPPLIES:

Badminton Racquets (12 - 16)

Badminton Shuttlecocks

Badminton Nets (2 - 3)

Basketballs (minimum of 4 available for each class)

Bases and Home Plate

Baseballs (minimum of 8)

Catcher's Mask

Catcher's Mitt

Indian Clubs

Inflator

Measuring Tapes (2)

Medicine Balls (4 - 8)

Rugby Balls (minimum of 6)

Skipping Ropes (1 for each 2 students)

Softballs (10 - 12)

Soccer Balls (4)

Timer

Volleyballs (4)

Volleyball Nets(2)

Whistles (4)

TIME ALLOTMENT

The division of time in the Physical Education Course will be as follows:

Physical Activities.....	3 Periods Per Week
Theory of Physical Education..... (Class Room Instruction)	1 Period Per Week

PHYSICAL EDUCATION COURSE

GRADES IX - XIII

BOYS' PROGRAMME

TIME ALLOTMENT

Physical Activities (Grades IX-XIII).....	3 Periods Per Week
Introductory Activities.....	10%
Tumbling and Apparatus Exercises.....	35%
Games and Athletics.....	55%

NOTE—*If swimming is taught the time for each of the above activities should be reduced.*

Theory of Physical Education (Grades IX-XII).....	1 Period Per Week
Part I—Health Education.....	Approx. 20 Periods
Part II—Physical Education.....	Approx. 14 Periods

PHYSICAL ACTIVITIES

INTRODUCTORY ACTIVITIES:

Basic drill; conditioning exercises; contests; obstacle course training.

TUMBLING AND APPARATUS EXERCISES:

Tumbling, stunts and pyramids; tumbling box; horizontal bar; pommel horse; parallel bars; ropes.

GAMES AND ATHLETICS:

Games of low organization; team games - football, soccer, basketball, volleyball, hockey, softball, lacrosse; track and field athletics; individual games.

SWIMMING:

SOCIAL DANCING:

OUTLINE OF COURSE FOR BOYS

INTRODUCTORY ACTIVITIES

BASIC DRILL:

Each class should be able to perform basic drill movements smartly. It is suggested that a short time be devoted to this activity at the beginning of each lesson until a high degree of efficiency is reached after which only enough drill to maintain this standard need be taken. The following positions and movements should be stressed:

Position of attention, stand at ease, stand easy; formation of squad in threes, open and close order; dressing; turning right, left and about; marching in quick time; halting; keeping dressing while on the march; marking time; marching in double time from quick time and marking time; wheeling and forming squad; platoon or flight drill.

CONDITIONING EXERCISES:

These exercises should be related wherever possible to the major activity being taught during the period. It is not intended that whole periods be devoted to conditioning exercises. The teacher will be expected to prepare series of exercises based on the requirements of the various activities, e.g. tumbling, football, track and field. These exercises may be selected from any of the books listed under this section. The following are suggested as a guide:

Tumbling and Apparatus Exercises —

Low and high jumps; jumping and swinging the arms upward; full knee bends; trunk bends; stride jumping; push ups; squat thrusts; v-sitting; situps.

Games — Football —

Stationary running; high knee raising; trunk bending and twisting; crouch stance and short sprints; cross step run; straddle running; running backward, sideward and forward; short dashes.

Soccer —

Stationary running; throw in position - trunk bending backward and forward with arms overhead; kicking movements with right and left leg; zig zag running; skipping; jumping upward.

Basketball —

Centre jump; running stride stop; pivoting; heel click jump; jumping and shooting position; medicine ball chest throwing; moving backward, forward and sideward in the guarding position; short dashes.

Volleyball —

Jump and reach; trunk bending and stretching; serving movement; jump off both feet swinging arms upward.

Track and Field Athletics —

Stretching and bending; pullups; run and jump upward; standing high kick; body movement for shot putting; arm and leg stretching for hurdling; standing broad jumps; hop, step and jump movements; stationary running with high knee raising.

Contests —

Suitable contests in which the students may engage in either individual or team competition should be selected by the teacher. It is suggested that this activity be introduced in association with games of low organization. The following are some suggested contests:

Hand pull; hand wrestle; mounted wrestling; Indian wrestling; rooster fight; stick wrestle; rope tug of war; knee slap boxing; stepping on toes; poison; arm lock wrestle; hopping pull; line pull; squat tug of war; back to back lift; Chinese tug; get behind; Chinese get up; master of the ring; team tug of war.

Obstacle Course Training —

Simple obstacle courses should be set up where possible using gymnasium apparatus and track and field equipment. Training of this type should be conducted at the beginning or at the end of periods devoted to tumbling and apparatus exercises or track and field athletics. Many of the movements required during instruction in these activities may be included in the obstacle course. Some movements which might be required in the course are:

Hurdle a low obstacle; crawl through a narrow opening; dodge and weave through obstacles; walk a narrow beam; climb over a high obstacle; jump from a height; vault over a bar; jump over a space; swing on a rope; travel along suspended by the hands.

TUMBLING AND APPARATUS EXERCISES

The following tumbling and apparatus exercises, arranged in teaching order, are considered suitable for pupils in Grade IX-XIII. It may not be possible to teach all these activities to all classes, and where this is the case a suitable selection should be made from each section.

TUMBLING, STUNTS AND PYRAMIDS:

Grade IX—Individual —

Forward rolls with variations; backward rolls with variations; dives—short dives over obstacles, standing and running; sideward rolls; shoulder rolls; squat handbalance; headstand from kick-up - with support, without support; attention fall-jump through hands; backward extension roll-shoot to feet; combinations.

Double Stunts —

Double rolls—Forward and backward; supported hand-balance; stride jump and roll—two-man shuffle; leap frog and roll; thigh stand.

Group Movements —

Team forward and backward rolls; team rolling in succession from the end of the line; team diving together across the mat; team shuttle diving; relays.

Pyramids —

Two-man and three-man combinations; group Pyramids.

Grade X — Individual —

Continuous forward rolls (at least three); continuous backward rolls (at least three); long dive over two or three boys; dive over rolling boy; cartwheel; mule kick; squat hand-balance to head stand; head stand with hands clasped behind head; forearm balance; headspring over rolled mat; combinations.

Double Stunts —

Dive and roll—two-man shuffle; back to back and back roll over; knee shoulder spring; knee shoulder balance; chest balance.

Group Movements —

Team shuttle dive over rolling ball; team leap and sideward roll; relays.

Pyramids —

Two-man and three-man combinations; group pyramids.

Grade XI—Individual —

Forward roll without hands; backward roll, hands behind head; dive over 3-ft. obstacle; dive for distance; headstand (5 seconds); headstand from prone position; round off; hand-balance and forward roll; headspring off rolled mat; handspring over rolled mat; combinations.

Group Movements —

Stride jump and roll—three-man shuffle; dive and roll—three-man shuffle; three-man leap and sideward roll; team straddle vault over leader; relays.

Pyramids —

Group pyramids; pyramid competitions.

Grade XII—Individual —

Combined forward and backward rolls; roll - dive over obstacle - roll; press up from headstand to handstand (against the wall); round off and backward extension roll; dive to chest - sit through - backward roll; headstand (10 seconds); handspring over rolled mat; neckspring off rolled mat; snap up (assisted); walk on the hands (assisted); combinations.

Group Movements —

Team forward roll in succession over leader's back; team dive through leader's legs (headstand position); team pike jump over crouching boy; relays.

Pyramids —

Group pyramids; pyramid competitions.

TUMBLING BOX:

Grade IX—Cross (approximately 3-ft. high) —

Run - jump on - jump off with half turn; stand jump on - jump off; run - jump over; stand - mount to kneel - jump off; run - squat vault; run - wolf vault; run - side vault rt. and lt.; run - straddle vault; run rear vault; run - thief vault.

Long —

Run - jump on - jump off with half turn; stand - jump to squat - jump off; stand - jump to squat - straddle off; stand - jump to squat - forward roll off; run - two touch straddle vault.

Grade X—Cross (approximately 3-ft. 6-in. high) —

Run - high front vaults rt. and lt.; diagonal run - oblique vault; side vaults rt. and lt. with forward roll; squat vault with quarter turn; straddle vault with forward roll; thief vault with forward roll; rear vault with half turn and backward roll.

Long —

Jump to stand - squat dismount; jump to squat forward roll off; run-forward roll over; run - vault to straddle seat - backward roll off; run - flying straddle vault over.

Grade XI—Cross (approximately 4-ft. high)—

Run-rear vaults rt. and lt.; squat vault with half turn; thief vault with toes pointed; straddle vault; oblique vault; neck roll over; neckspring.

Long —

Run - forward roll over; jump to squat-headstand; jump to straddle seat - short arm handspring; two touch straddle vault; reverse straddle vault; pyramids.

Grade XII—Cross (approximately 4-ft. high) —

Run side vaults rt. and lt. with half turn; flank vault to back rest; squat vault to back rest; pike jump; neckspring; short arm handspring.

Long —

Jump to headstand; straddle seat - scissors and back roll off; jump to squat - short arm handspring; flying straddle vault; long squat vault; pyramids.

POMMEL HORSE —

Grade IX —

Running jump to stand - jump off; jump to front rest; running flank vaults rt. and left; standing flank vaults rt. and lt.; running squat vault; standing squat vault; running wolf vault (squat straddle); standing wolf vault; kneeling mount - jump off (without hands); running thief vault.

Grade X —

Running high front vaults; running rear vault; standing rear vault; running straddle vault; flank vault with quarter turn; squat vault with quarter turn; straddle vault with quarter turn; squat mount to back rest; flank mount to back rest; jump to support over the horse - half lever position.

Grade XI —

Front rest - flank and rear vaults; thief vault to back rest; backward squat vault; squat through from front rest to back rest and return; inverted hang; flank vault with $\frac{1}{2}$ turn; squat vault with $\frac{1}{2}$ turn; straddle vault with $\frac{1}{4}$ turn; screw vault; neck roll forward.

Grade XII —

Front rest - feint and flank vault; front rest - feint and rear vault; straddle mount; $\frac{1}{2}$ circles rt. and left from swing; front and rear scissors at end of horse; zig zag travel; arm and chest balance; simple leg swings; dive over horse; neckspring.

HORIZONTAL BAR —

Grade IX—Low Bar (approximately 3-ft. 6-in high) —

Chin from leaning hang; chin from hang - knees bent; jump to front rest; short underswing dismount from front rest; skin the cat; hang in half lever position; back circle to front rest; flank vault; hang by the knees; inverted hang; combinations.

Grade X—Low Bar —

Pull up to seat on bar from inverted hang; single knee mount to seat from hang; forward circle from front rest to half lever; single knee circle; double knee circle; flank mount to back rest; front vault, squat vault; long underswing for distance; knee hang - swing to dismount; combinations.

Grade XI—High Bar —

Chin the bar; skin the cat; back circle to front rest from a jump; short underswing dismount; jump to front rest; jump and shoot to swing; backward dismount from a swing; swing hook knees and hang; single knee mount from kick up; pull up to seat on bar from inverted hang.

Grade XII—High Bar —

Back circle to front rest from a hang; single knee circle; double knee circle; shoot to swing from a hang position; single knee mount from a swing; combined grasp -swing and $\frac{1}{2}$ turn to regular grasp; back lever; backward hip circles; hockswing dismount.

PARALLEL BARS —

Grade IX —

Jump to cross rest; jump to cross seat; hang underneath bars - travel with bent knees; skin the cat; inverted hang; chin from hang with knees bent; travel forward on the hands; travel with cross seats; jump and rear vault; travel with inside seats.

Grade X —

Jump to centre and vault out; swing backwards and forwards from cross rest; front and rear vaults from a swing; travel on the hands raising the knees; side vault from a swing in the centre; jump to outside seat - turn to front leaning rest - dismount; dips from cross rest; jump to front thigh rest; from the side - vault to cross rest in the centre.

Grade XI —

Travel with two hand jumps; swinging dips; swing with upper arm hang; back circle to front leaning rest; front leaning rest - arm dips; jump to outside seat - back roll off; lazy man's kip; flank vault off from front thigh leaning rest; swing dip - travel; shoulder balance from cross seat.

Grade XII —

Cross seat - forward roll; back circle mount to cross seat (end); shoulder balance from a jump; cross bar shoulder balance; vault side bar to centre and rear vault off (continuous); straddle mount; flank vault over both bars; straddle dismount; uprise from upper arm hang; upstart from upper arm hang.

ROPES —

Grade IX —

Chin from hang - pull up; hang - raise legs; hang - touch toes to rope; climb hand over hand; swing on rope.

Grade X —

Hang in half lever position; ordinary climb ten feet from floor; climb without aid of feet; swing on rope vaulting over marked area.

Grade XI —

Running jump to grasp rope - swing; climb twenty feet from the floor; swing on rope - vault over obstacle; vault over bar from a swing on rope.

Grade XII —

Climb for speed; climb ten feet without the aid of the feet; swing on rope to stand on tumbling box; swing forward on rope - drop to forward roll; swing backward on rope - drop to backward roll.

NOTE—*Grade XIII Tumbling and Apparatus Exercises*

Material to be presented in this grade should be selected from activities listed under Grades IX-XII on the basis of students' ability and available teaching time.

GAMES AND ATHLETICS

GAMES OF LOW ORGANIZATION —

More emphasis should be placed on this activity in Grades IX and X than in the senior grades. Games selected for the lower grades should require little skill and stress agility.

The following list is suggested as a guide for the teacher and is in addition to any games which may be played during instruction in team games.

Grade IX and X —

Broncho Tag, Chain Tag, Mazetag, Jump the Shot, Spud, Return Passes, Leap Frog Tag, Milling the Man, Line Rush, Snatch Ball, Battle Ball, Bombardment, Kick Over, Circle Race, Dodgeball, Numbers Ball, Dodge and Mark, Touch and Pass.

Grade XI, XII, XIII —

Field Dodgeball, Hit Pin Baseball, Basket End Ball, Hand Hockey, Fieldball, Soccer Tag, Bat Ball, Rounders (indoor), High Low Ball, Floor Hockey.

TEAM GAMES —

The following games will vary with local conditions, but as a general rule the outdoor programme of the fall term should not be repeated in the spring. The teacher should recognize that the enjoyment of playing the game is the primary objective, and the teaching of skills should be made to contribute to this end. "Lead-up" and practice games should be introduced in teaching each activity.

FOOTBALL —

Fundamental Skills:

Grade IX—Passing—Forward Pass (Overarm)

Throwing to a stationary partner, to a moving partner, throwing for accuracy, 10 yards.

Centre Pass (snapping)

Passing to a partner for form, passing accurately — 5 yards.

Lateral pass (underarm)

One hand and two hand passing, passing on the run.

Catching—Receiving Passes and Punts:

Catching passes and punts, standing, running.

Running with the Ball:

Shuttle running and exchanging the ball, weaving through obstacles, changing the ball from arm to arm, races carrying the ball.

Kicking - Punting:

Punting low, punting high, punting for distance — 20 yards.

Place kicking and drop kicking

Kicking for form, kicking for accuracy—10 yards, kicking for distance.

Grade X—Passing—Forward Pass (overarm)

Passing on the run, receiving from centre and passing, passing accurately — 15 yards.

Centre Pass

Passing the ball to punting position, passing to place kicking position, pass the ball accurately — 8 yards.

Lateral Pass (underarm)

Receiving from centre, pivot and handoff; receiving from centre, pivot and long pass.

Catching—Receiving Passes:

Run, stop turn and receive a pass, dodge an opponent and receive a pass.

Receiving Punts

Catching low punts, catching high punts, catching and returning punts.

Running with the Ball:

Dodging an opponent — Side step, cross step, pivot, running and lateral passing groups of three, running back punts.

Kicking - Punting:

Receiving a centre pass and punting; punting for accuracy to a marked area, punting for distance—30 yards.

Place Kicking and Drop Kicking

Receiving a centre pass and quick kicking.

Kicking for Accuracy—15 yards, kicking for distance.

Drills and Relays for Above Skills

Football Type Games:

Borden Ball (Olympic handball), Touch Football, Punt Back, Rugger, Dropkick Drive, Kick and Run, Pass Ball, Punt Volleyball.

Grades XI, XII, XIII—Review Skills of Grades IX and X

Add — forward passing accurately 20 yards: centre passing accurately—10 yards; ball handling in groups of three or more; lateral passing; simple running plays; punting 35 yards.

SOCCER —

Fundamental Skills:

Grade IX—Dribbling:

Dribbling slow and fast, weaving dribble, dribble races.

Passing:

Short passing from standing position, passing and dribbling on the run.

Trapping:

Throwing and trapping in pairs, trapping with the foot, with the chest.

Kicking:

Kicking stationary and moving balls, kicking and trapping in pairs, kicking for accuracy.

Grade X—Dribbling:

Dribbling in a figure eight, dribbling around obstacles, around opponent, dribbling for speed.

Passing:

Dribbling and passing in groups, three-man weave - short passing.

Trapping:

Trapping with foot, shin, thigh and chest, trap and dribble away.

Kicking:

Dribble and kick on the run for accuracy, trap and kick to position.

Heading:

Throw up and head, partner throw and head back, heading against the wall.

Tackling:

Take the ball from opponent.

Drills and Relays for the above skills.

Soccer Type Games:

Soccer Snatch Ball, Mass Soccer, Soccer Dodgeball, Head Volleyball, Soccer with Variations.

Grades XI, XII, XIII—Review Skills of Grade IX and X

Add—Goal tending, catching and punting, corner kicking; free kicking; penalty kicking.
Stress Soccer, Speedball.

BASKETBALL —

Fundamental Skills:

Grade IX—Passing—One hand and two hand passing:

Passing in the air, bounce passing, running passes, passing against the wall, shuttle passing, passing for accuracy.

Dribbling—Dribbling with one hand:

Dribbling for form and control, dribbling around obstacles, dribble races.

Shooting—Lay-up Shot:

Standing position, dribbling in, receiving short pass and shooting, shooting for squad total, shooting against time.

One hand and two-hand shot:

Set shooting from free throw line—15 feet. Shooting for accuracy, shooting against time.

Grade X—Passing—One hand and two hand passing:

Passing in groups for speed, passing and changing position, long passing, passing for accuracy.

Dribbling—Dribbling with both hands:

Dribbling high, dribbling low, protecting the ball, tag dribbling.

Shooting—Lay-up Shot:

Left and right hand shooting, receiving a long pass and shooting, two line lay up drill, shooting against time, shooting for squad total.

One hand and two hand shooting:

One hand carom shots, two hand shooting for accuracy—20 feet, receiving on the run and shooting, dribbling and shooting, shoot, retrieve and shoot against time.

Rebounding—Jumping high for the ball, tapping ball in goal.

Drills and Relays

Basketball Type Games:

Hit Pin Basketball, Keep Away, Return Passes, Circle Tag Ball, One O'Gang, One Goal Basketball, Goal-Hi, Twenty One, Golf Basketball, Mass Basketball, Captain Ball, Three Man Basketball, Circle Basketball, Hokey Pokey, Basketball.

Grade XI, XII, XIII—Review Skills of Grade IX and X.

Add: Hook passing; faking and passing; three man weave; pivot and hook shot; three line lay up drill; hook lay up shot; combined set and lay up drill; drills for screening and post play.

Stress — Three Man Basketball, Circle Basketball, Basketball.

VOLLEYBALL —

Fundamental Skills:

Grade IX—Serving—Underhand Serve:

Serving for form to a partner, serve against the wall, over the net, serve for accuracy into marked area.

Passing and Volleying—Underhand and Overhand:

Throwing up and passing, volleying and passing in pairs, passing around a circle, volleying against the wall, partner volley over the net.

Grade X—Serving—Underhand Serve:

Serving—50-ft. apart, serving for speed, accuracy.

Overhand Serve:

Serving for form, accuracy.

Passing and Volleying—Underhand and Overhand:

Team volleying against wall, shuttle volley over net or area, triangle passing.

Setting Up:

Throw and set up, passing and setting up in pairs, setting up close to the net.

Spiking—Body position for spiking—jump and turn, throw up and hit.

Net Recovery:

Throwing ball into net and passing back.

Drills and Relays for the Above Skills

Volleyball Type Games:

Shower Ball, Bounce Ball, Mass Volleyball, Three Touch, Volleyball, Doubles Volleyball, Cage Ball, Four Court Volleyball, Volleyball with Variations.

Grade XI, XII, XIII—Review Skills of Grades IX and X.

Add: Blocking, one and two man block; playing hard driven balls - low and high; three man drills - passing, setting up, spiking.
Stress Volleyball.

HOCKEY —

Fundamental Skills:

Grade IX—Skating:

Skating forward and backward. Skating around obstacles, skating low.

Puck Carrying:

Skating with the puck; Carrying puck around obstacles; dodging an opponent.

Passing—Forehand Pass:

Passing from standing position, moving. Skating and passing in groups.

Shooting:

Shooting low and high; receiving a pass and shooting; shooting for accuracy.

Grade X—Skating:

Skate forward, turn and skate backward; skating races.

Puck Carrying:

Weaving around obstacles; sliding puck through opponent and retrieving it.

Passing—Backhand and Flip Pass:

Passing in groups.

Shooting:

Shoot against boards, trap rebound and shoot; slap shot, backhand shot, flip shot.

Drills and Relays for the Above Skills.

Games:

Tag Skating, Keep Away, Hockey.

Grade XI, XII, XIII—Review skills of Grade IX and X.

Add: Checking—poke check, sweep check, body check; goal tending—angle shots, high shots, low shots, use of stick and hands.

Stress hockey.

SOFTBALL —***Fundamental Skills:***

Grade IX—Throwing and Catching (overhand and underhand):

Partner throwing for accuracy, shuttle throwing, throwing around bases, fielding ground balls and fly balls.

Batting:

Batting out ground balls and fly balls, batting pitched balls, bunting pitched balls.

Base Running:

Base running relays, base running against time.

Grade X—Throwing and Catching (overhand and underhand):

Throwing long distances accurately; throwing for speed; throwing around the bases; fielding infield balls and throwing to base; fielding outfield balls and throwing to the plate.

Batting:

Place hitting, placing bunts, batting warm up drill.

Base Running:

Batting and running the bases, team shuttle base running; base running vs. base throwing.

Drills and Relays for the Above Skills.

Softball Type Games:

Two pitch Softball, Rotation Softball, Six Man Baseball, Hit and Run Softball, Rounders.

Grade XI, XII, XIII—Review Skills of Grade IX and X.

Add: Infield play and outfield play, fielding and batting drills.

Stress Softball Type Games:

Two Pitch Softball, Playground Softball, Softball.

LACROSSE —

Fundamental Skills:

Grade IX—Throwing and Catching:

Throwing against a wall, catching high and low balls, throwing and catching in pairs, standing and running, throwing for accuracy, throwing relays.

Picking up the Ball:

Picking up stationary and bouncing balls, scooping the ball to a partner.

Grade X—Throwing and Catching:

Partner throwing and catching, using two balls; side-arm and underarm throwing; running and throwing in groups of three, throwing long distances accurately.

Carrying the Ball:

Dodging an opponent, side step, pivot, roll protecting the ball, changing the stick.

Drills and relays for the above skills:

Games: Keep Away, Stop and Throw, Lacrosse (Five-Man, Seven-Man, 10-Man).

Grades XI, XII, XIII—Review Skills of Grade IX and X.

Add: Shooting, overarm, sidearm, underarm; checking; group passing drills.

TRACK AND FIELD ATHLETICS —

Grade IX and X—Sprints and Runs:

Starts—20 yard sprints, running form; Sprint—50 yds., 100 yds., 220 yds.; run 440 yds., 880 yds.; run and walk 1 mile (Grade X); cross country running; baton passing and relay running.

Hurdling (2 ft. 6 in. hurdles):

Hurdling for form; run 50 yards over three hurdles, 75 yards over five hurdles; hurdling relays - shuttle style.

Jumping and Vaulting:

Broad jumping for form, standing and running; broad jumping for distance; broad jumping relays; hop step and jump for form and distance; high jumping - scissors and roll for form and height; pole vaulting for form.

Weight Throwing:

Shot Putting (8 lb. and 12 lb. shot) for form and distance; medicine ball throwing - relay throwing.

Grade XI, XII, XIII—Review events of Grades IX and X; increase distances and heights.

Tabloid meets and class competitions should be conducted in the above events.

NOTE: *Class instruction in Javelin and Discus throwing is not recommended.*

INDIVIDUAL GAMES (GRADES XI, XII, XIII) —

In the senior grades, individual games assume greater importance as it is these games which are continued in adult life. Where facilities permit the following games should be introduced:

Badminton:

Serving—Short serve; long high serve out of hand serve, toss serve.

Strokes—Forehand, backhand overhead, net grip.

Stance, holding the bird, footwork, singles and doubles play.

Tennis:

Serving—Slice service, flat service.

Strokes—Forehand, backhand, volleys.

Grip, stance, timing, footwork, singles and doubles play.

Golf:

Driving, chipping, putting, grips, stances, backswing, downswing, follow through, use of woods and irons.

If time and recreational facilities are available, the following may be added to the programme:

Horseshoes, handball, bowling, table tennis, curling.

SWIMMING

The course in swimming must be adapted to local conditions. The primary objective is that every pupil may learn to swim and gain a complete knowledge of water safety procedure. In schools where there are no swimming facilities lectures and films on life saving methods and water safety should be introduced. Grade IX and X:

Adjustment to the water, breathing, prone glide, flutter kick, back glide, sculling.

Strokes—Backstroke, breast stroke, side stroke, back crawl, crawl stroke.

Water entries, treading water, changing positions. Water games, relays and stunts, water safety knowledge.

Grade XI, XII, XIII:

Surface Diving, floating, turning, treading water. Swimming with the arms only, the legs only. Diving and water entries, underwater swimming. Life Saving methods—towing. Water games, relays and stunts. Water safety knowledge, artificial respiration.

SOCIAL DANCING

Social dancing may be included in the Physical Education programme. Instruction in fundamental steps, positions and deportment will afford the pupil much pleasure and social profit throughout his lifetime. This instruction should be carried over into after-school gatherings.

REFERENCE BOOKS

PHYSICAL ACTIVITIES

Introductory Activities:

- Manual of Elementary Drill: King's Printer, Ottawa.
Military Training Pamphlet No. 18: King's Printer, Ottawa.
Stafford and Duncan: Physical Conditioning—A. S. Barnes Co.
U.S. Naval Institute: Mass Exercises, Games and Test S—A. S. Barnes Co.
Miller, Bookwalter, Schlafer: Physical Fitness for Boys—A. S. Barnes Co.

Tumbling and Apparatus Exercises:

- U.S. Naval Institute: Gymnastics and Tumbling—A. S. Barnes Co.
LaPorte and Renner: The Tumbler's Manual—Prentice-Hall Inc.
West, W. D.: The Gymnast's Manual—Prentice-Hall Inc.
McClow, L. L.: Tumbling Illustrated—A. S. Barnes Co.
Cotteral and Cotteral: The Teachings of Stunts and Tumbling—A. S. Barnes Co.

Games and Athletics:

- Mason and Mitchell: Active Games and Contests—A. S. Barnes Co.
Staley, S. C.: Games, Contests and Relays—A. S. Barnes Co.
Craine, H. C.: Teaching Athletic Skills in Physical Education—Inor Publishing Co., New York.
Edwards, J. F.: Canadian Football—Copp, Clark Co.
Grombach, J. V.: Touch Football—A. S. Barnes Co.
Duncan, R.: Six-Man Football—A. S. Barnes Co.
Slade, E. R.: Soccer—Coaching Manual—Western Technical-Commercial School, Toronto.
Bee Clair: Drills and Fundamentals—A. S. Barnes Co.
U.S. Naval Institute: Basketball—A. S. Barnes Co.
Laveaga, R.: Volleyball—A Man's Game—A. S. Barnes Co.
Jeremiah, E.: Ice Hockey—A. S. Barnes Co.
Fischer, Leo: How to Play Winning Softball—A. S. Barnes Co.
Stanwick, T.: Lacrosse—A. S. Barnes Co.
Jackson and Swan: Better Badminton—A. S. Barnes Co.
Browne, M. K.: Design for Tennis—A. S. Barnes Co.
Schleman, H. B.: Group Golf Instruction—A. S. Barnes Co.
Bresnahan and Tuttle: Track and Field Athletics—C. V. Mosby Co., St. Louis.
Cromwell and Wesson: Championship Technique In Track and Field — McGraw-Hill Book Co.
U.S. Naval Institute: Military Track—A. S. Barnes Co.

Swimming:

Canadian Red Cross: Swimming and Water Safety—Guide for Instructors.

Canadian Red Cross: Manual on Swimming and Water Safety.

U.S. Naval Institute: Swimming—A. S. Barnes Co.

Brown, R. L.: Teaching Progressions for the Swimming Instructor—A. S. Barnes Co.

Goody, R.: Organized Swimming—Western Technical-Commercial School, Toronto.

Periodicals:

Athletic Journal—6858 Glenwood Ave., Chicago, Ill.

Scholastic Coach—7 East 12th St., New York 3, New York.

THEORY OF PHYSICAL EDUCATION

INTRODUCTION

Part I includes those topics of health education which are closely related to physical education. The topics in Grades IX and X are intended to give the pupil a general understanding of the structure and functions of the body as applied to physical fitness, and to promote good personal living habits. In Grades XI and XII emphasis has been placed on healthful living as an introduction to the problems which face the pupil in community life.

Part II is intended to supplement the instruction given during the regular activity periods. Proper presentation of these topics will aid in class organization and create a better understanding of the activities among the pupils. It is hoped that a reasonable amount of the necessary training of student leaders can be given during the periods allotted to this section.

PART 1

HEALTH EDUCATION

GRADE IX

1. *The Meaning and Importance of Physical Fitness* —

Interpretation of the term "Physical Fitness":

Characteristics of a physically fit person — Consciousness of feeling well, enjoyment of physical activity, ease of muscular movement, ability to relax and to sleep soundly, ability to resist fatigue in doing work.

Importance of Physical Fitness to the Individual:

Presenting a good appearance to others, developing confidence and a sense of power in physical activity, increasing mental alertness, achieving goals in work through sustained effort, insuring personal safety through physical fitness.

2. *An Understanding of the Normal Structure of the Body* —

A brief study of the mechanisms of movement:

Bones, joints, ligaments, muscles, tendons and nerves—types, general structure and function.

Care and prevention of injuries to bones and muscles:

Fractures:

Varieties, causes, symptoms.

Treatment - general; special cases - skull, spine and pelvis, thigh bone, upper arm, etc.

Injuries to Joints and Muscles:

Types of injuries - dislocations, sprains, strains and ruptures; causes; symptoms; treatment.

3. *Body Mechanics in Physical Activities* —

Importance of Achieving Skill in Body Movement:

Pleasing effect of graceful body movement, e.g. diving, swimming, running, gymnastics.

Increased enjoyment of activities through acquisition of greater skill in performance.

Safety through the development of skill.

A Study of the Fundamental Principles in the Control of Body Movement:
Balance and co-ordination.

Importance of good stance, e.g. football, basketball.

Wide base of support, e.g. headstand, boxing.

Keeping the body weight over the feet or base of support, e.g. skating, running.

Shifting the body weight—control of centre of gravity.

Importance of muscle tone—quick reaction, e.g. Intercepting pass in basketball.

Rhythm and Relaxation:

Development of smooth flowing motion.

Long smooth movement—more economical than short choppy ones, e.g. swimming and running.

“Follow Through” leads to accuracy, e.g. golf and baseball.

Avoidance of unnecessary tension, e.g. floating in the water.

Use only those muscles required for activity—learn to relax others e.g. high jump.

Relaxing between movements, e.g. glide in swimming.

Alighting in a relaxed position, e.g. after a jump or vault and when tumbling on the mat.

The Practise of Good Body Mechanics and Posture in Athletic Activities:

Importance of practising “good form”—conservation of energy, ease of performance.

Study of good body mechanics in gymnastics, games and track and field activities.

4. *Body Growth and Development* —

Influence of Heredity and Environment:

Factors affecting body growth and development—nutrition, exercise and relaxation.

A study of body proportions—weight in relation to age, height and physical type.

5. *Understanding Changes in Adolescence* —

Physical changes, changes in interests and activities:

Importance of good grooming.

Understanding the interests of the opposite sex.

Participation in coeducational activities.

GRADE X

1. *The Attainment and Maintenance of Physical Fitness* —

Responsibility of the Individual to be Physically Fit:

In order to work successfully, to make a contribution to Society, not to become a liability to others.

Factors affecting the Attainment of Physical Fitness:

Lack of opportunity for suitable recreation.

“Spectatoritis” and specialization in athletics.

Social problems—strain of modern civilization.

Alcohol and tobacco.

Evaluation of Physical Fitness in the Individual:

Methods of determining the degree of physical fitness in the individual—making a personal inventory.

2. *An Understanding of the Normal Functions of the Body*—

A brief study of the circulatory and respiratory system:

Heart, lungs, arteries, veins, capillaries, blood and air passages—general structure and function.

First Aid as applied to circulation and respiration.

Haemorrhage:

Types and recognition — arterial bleeding, capillary bleeding, venous bleeding.

The location of pressure points.

Treatments—by digital pressure; by the tourniquet.

Special cases of haemorrhage.

Fainting.

Artificial Respiration.

The effects of physical activity on the circulation of the blood, the respiration, the digestion, the muscular and nervous systems.

The effects of alcohol and tobacco on muscular endurance and co-ordination.

3. *Importance of Physical Recreation* —

Explanation of various types of recreation:

Choosing a suitable athletic activity for recreation.

Physiological and social values resulting from participation in recreation.

4. *Personal Adjustments in Growing Up* —

Relationships to the family, adults, large groups, friends of own sex, friends of opposite sex:

Developing self-confidence, poise, emotional control.

Improving personal appearance.

Developing good living habits.

GRADE XI — (Healthful Living)

OBJECTIVES:

1. To consider the factors contributing to living successfully.
2. To gain an understanding of people and why they behave as they do.
3. To develop insight, understanding and knowledge of one's own conduct and personality (including strong points and limitations).
4. To set up worthy standards of conduct for application in daily living.
5. To practice the use of these standards in daily living.

1. *The Meaning of Successful Living* —

Physical health; economic independence; satisfying forms of recreation; satisfying social relationships; a philosophy of life.

2. *The Nature of Development* —

Basic needs—physical, mental, social.

Importance of the basic needs in childhood, adolescence, adulthood.

Effect of these needs on the development of the individual.

3. *Social Adjustment* —

Developing self-control:

The nature and importance of the emotions.

The meaning of emotional maturity.

Controlling fear, anger, prejudice, etc.

Accepting personal responsibility.

Facing personal limitations.

Avoidance of unhealthful ways of thinking—hypochondria, etc.

Associating with Other People:

Interest in people; interest in the world about us; willingness to learn from others; belief in others; being a good leader and a good follower.

Importance of choosing intelligent friends.

Wholesome relationships with boys and girls.

Importance of being honest and loyal in relations with other people.

Moral Standards and Customs:

Importance of moral standards and customs in life.

The necessity of developing high standards of conduct.

Attitudes towards problems of conduct — cheating, use of alcohol, gambling.

4. *A Philosophy of Life* —

The need for a personal philosophy.

Development of tolerance and understanding of other people.

Faith in the goodness of life.

GRADE XII — (Healthful Living)

1. *Heredity and Environment* —

Influence of heredity in our life—inherited characteristics, importance of good environment, especially in childhood, effect of environment on our personality.

2. *Family Life* —

The importance of the family to the individual.

The position of the mother and father in the home.

Courtesy in family relations—responsibilities to the family.

Becoming independent—respect for parents' judgment.

3. *Good Citizenship* —

Understanding the social structure in the local community, the province and the country.

Privileges of citizenship—services offered by community and country.

Acceptance of civic responsibilities—voting, etc.

Making a contribution to society.

Self-discipline—respect for authority and rights of others.

Conservation of natural resources.

Loyalty to the democratic ideal.

4. *Recreation* —

The meaning of recreation—proper use of leisure time.

Importance of recreation—its contribution to physical and mental health and social development.

Choosing a suitable recreation—the importance of participating in all types.

Survey of recreational opportunities in local community.

5. *Problems in Modern Living* —

Alcohol and its effect on society.

Mob psychology and racial discrimination.

The effect of the automobile, radio, television, etc. on family life.

Necessity for adjustment to a constantly changing environment.

6. *The Essentials in Successful Living* —

Work; recreation; social adjustment; a philosophy of life.

PART II PHYSICAL EDUCATION

GRADE IX AND X

1. *Meaning and Importance of Physical Education* —
2. *General Outline of Physical Education Programme* —
3. *Physical Education Class Organization* —
 - Regulations re use of gymnasium, playground and swimming pool.
 - Proper dress for the activity class.
 - Division of class into squads—selection and duties of leaders.
 - Use of squad cards—system of awarding class points.
 - General class formations for the activity period.
 - Procedure for handling equipment.
4. *The School Athletic Programme* —
 - Importance of Participation.
 - General outline of the intramural and interschool programmes.
 - Division of age groups for competition.
 - Organization of the athletic association.
 - Attitudes towards athletic contests.
5. *Theory of Games* —
 - A brief outline of the rules of touch football, football, soccer, basketball, volleyball, hockey, softball, track and field, swimming.
 - Explanation of drills, lead up games or tests associated with the teaching of the games outlined above.

(The above topics to be taken at the same time as the specific sport is being carried on in the activity period).
6. *Organization for Instruction in Tumbling and Apparatus Activities* —
 - General positions of class—method of handling equipment.
 - Outline of movements to be learned—illustration of important points to be observed in learning the movements.
 - Importance of safety men—duties of safety men.
 - Responsibility of the squad leader.
7. *Organization for Class Meets or Tournaments* —
 - Explanation of type of meet, e.g. tabloid sports, track and field, skills tournament.
 - Divisions or Groups for Competition.
 - Scoring system—duties of scorers and judges.
 - Organization of equipment to be used.
8. *Films* —
 - Use of instructional films on all phases of the physical activity programme.
 - A discussion of instructional points emphasized in the films.

GRADE XI AND XII

1. *Review Grade IX and X where applicable.*
2. *Officiating in Games —*
 - Importance of good officiating.
 - General duties and responsibilities of officials.
 - Methods of officiating in football, basketball, soccer, volleyball, hockey, softball, gymnastics, swimming, track and field.
3. *Organization of Intramural Programmes —*
 - Organization of intramural groups.
 - Units of Competition—gymnasium squads—grades or classes, teams chosen by lot or by selected captains.
 - Selection of Sports—team games, individual competition, team competitions at special events (e.g. foul-shooting competition).
 - Division of sports according to season, and time of participation.
 - Schedules and Tournaments.
 - A discussion of the drawing up of various schedules.
 - League Type—Round Robin schedule.
 - Group playoffs.
 - Tournament Competition—Straight elimination series.
 - Consolation Series.
 - Double Elimination.
 - Ladder (challenge) Competition—tennis, badminton, etc.
 - Meet System—score sheets for gymnastics, track, swimming.
 - Administration of Intramural System.
 - Duties of Supervisor, Convenor for each league, and Manager of each sport.
 - Assignment of referee, scorers, timer.
 - Equipment necessary for conduct of competitions.
 - Point Scoring System:
 - Team—Classification of activities as to importance.
 - Awarding of points—entries, group winner, league winners, championships, winning of tournaments, placing in meets.
4. *Organization of Track and Field Meets —*
 - Officials—Number necessary to conduct a meet.
 - Their duties.
 - Pre-meet Preparation—Equipment.
 - Drawing up of programme.
 - Adjustment of time schedule.
 - Scoring Systems—Records and Standards.
5. *Recreational Games —*
 - Curling, bowling, golf, badminton, tennis.
 - Short history of the games.
 - General rules and scoring system.
 - Strategy of play.

REFERENCE BOOKS AND FILMS

THEORY OF PHYSICAL EDUCATION

Part I—Health Education

AUTHORIZED TEXT

Phair and Speirs: Good Health—Ginn and Co., 1945.

GENERAL REFERENCES

Teacher References:

Best and Taylor: The Human Body and Its Functions—Gage & Co., 1932.
Grout, Ruth E.: Health Teaching in the Schools—W. B. Saunders Co., 1948.
National Education Association and the American Medical Association
Health Education, Washington, N.E.A., 1941.
Wells, K.: Kinesiology—W. B. Saunders Co.

Pupil References:

Crisp, K. B.: Health for You—Longmans, Green & Co., 1948.
Robertson, E. C.: Fundamentals of Health—Copp Clark Co., 1943.
Williams, J. F.: Healthful Living—Macmillan Co., 1941.

HEALTHFUL LIVING

Teacher References:

Canadian Youth Commission: Youth, Marriage and the Family—Ryerson Press.
Fosdick, H. E.: On Being a Real Person—Harper Bros., 1943.
Griffin, Laycock and Lyon: Mental Hygiene—American Book Co., 1940.
Haggard and Jellinek: Alcohol Explored—Doubleday Doran Co., 1945.
Landis, Paul H.: Adolescence and Youth—McGraw-Hill Book Co., 1947.
McCarthy and Douglass: Alcohol and Social Responsibility—T. Y. Crowell Co., 1949.
Meyers, C. R.: Toward Mental Health In Schools—University of Toronto Press, 1939.
Travis and Baruch: Personal Problems in Everyday Life—D. Appleton Century Co., 1938.

Pupil References:

Brown, H. E.: Your Life in a Democracy—J. B. Lippincott Co., 1944.
Canadian Youth Commission: Youth and Recreation—Ryerson Press, 1946.
Crow and Crow: Learning to Live with Others—Copp Clark Co., 1945.
Kelineer, A.: Life and Growth—D. Appleton Century Co.
McKeown and LeBron: A Boy Grows Up—McGraw-Hill Book Co., 1940.
Pierce, W. G.: Youth Comes of Age—McGraw-Hill Book Co.
Rice, Thurman B.: Living—Scott, Foresman & Co., 1940.
Ruch, McKenzie and McLean: People Are Important—Scott, Foresman Co.
Sorenson and Malm: Psychology for Living—McGraw-Hill Book Co.

FILMS

The following films are available from the Visual Education Branch, Department of Education:

Health Education:

Blood; Control of Body Temperature; First Aid; The Heart and Circulation; Mechanisms of Breathing; Playground Safety; Posture and Exercise; Training Table; Turnabout Man; What Makes Us Grow.

Healthful Living:

Are You Popular?; Everyday Courtesy; Family Life; Shy Guy.

The following are available from the National Film Society:

Overdependency; Human Growth; You and Your Family; Brotherhood of Man.

PART II – Physical Education

GENERAL REFERENCES

Brace, D. K.: *Health and Physical Education*—A. S. Barnes Co., 1948.

Miller, Bookwalter, Schlafter: *Physical Fitness for Boys*—A. S. Barnes Co., 1943.

Nash, Jay B.: *The Administration of Physical Education*—A. S. Barnes Co., 1931.

State of Iowa: *The Iowa Program of Physical Education for Boys*—State Dept. of Public Instruction, Des Moines, Iowa.

Theory of Games:

National Council of the Y.M.C.A.: *Athletic Handbook*—21 Dundas Sq., Toronto.

Sport Guides, Records and Rulebooks—A. S. Barnes & Co.

Ontario Athletics Commissioner: *Track and Field Rules and Records*—455 Spadina Ave., Toronto.

Officiating in Games:

Bunn, J. W.: *The Art of Officiating*—Prentice-Hall Inc., 1950.

Tobey, D.: *Basketball Officiating*—A. S. Barnes Co., 1943.

Organization of the Intramural Program:

Mitchell, E. D.: *Intramural Sports*—A. S. Barnes Co., 1939.

U.S. Naval Institute: *The Sports Program*—A. S. Barnes Co., 1943.

Individual and Recreational Games:

Mitchell, E. D.: *Sports for Recreation*—A. S. Barnes Co., 1936.

Post and Shirley: *Selected Recreational Sports*—A. S. Barnes Co.

Yocom and Hunsaker: *Individual Sports for Men and Women*—A. S. Barnes Co., 1947.

FILMS

The following films are available from the Visual Education Branch, Department of Education:

Basketball Fundamentals; Basketball by the Code; Basketball Today; Catching in Baseball; Champion in the Making; Dashes, Hurdles and Relays; Distance Races; Five Fit Fellows; Ball Handling in Football; Blocking in Football; Tackling in Football; Hot Ice; Jumps and Pole Vault; Play Baseball Son; Play Volleyball; Progressive Training in Ball Handling Games; Swimming Advanced; Swimming Beginners; Swimming Techniques for Boys; Tennis Beginners; Tennis Advanced; Twenty Men and a Leader; Tumbling Beginners; Tumbling Intermediate; Tumbling Advanced; Weight Events; Volleyball for Boys.

GIRLS' PROGRAMME

TIME ALLOTMENT

I Physical Education (Grades 9, 10, 11, 12, 13)

Gymnastics — approximately.....	28 periods
Rhythmics — approximately	28 periods
Games and Athletics — approximately	46 periods

—
Total periods for year..... 102

NOTE—If swimming is taught, the time for each of the above activities should be reduced.

II Theory of Physical Education (Grades 9, 10, 11, 12)

Part 1—Health Education — Approximately	20 periods
Part 2—Physical Education Topics—Approx.....	14 periods

—
Total periods for year..... 34

OUTLINE OF COURSE FOR GIRLS

GYMNASTICS

The content of this course is not listed by grades, but is arranged in progression, with suggestions as to the grade or grades in which certain activities should be carried on.

1. *Fundamental Movements:*

Movements of the trunk—dorsal, abdominal, lateral.

Movements of the upper extremity—shoulder, arm, hand.

Movements of the lower extremity—hip, leg, foot.

Balance movements—standing, progressing.

Locomotor movements:

Even—walking, running, jumping, leaping, hopping;

Uneven—sliding, skipping, galloping.

Derived—two-step, polka, schottische, waltz, mazurka.

NOTE—The above movements include exercise from systems of gymnastics and modern dance. The teacher is expected to make up her own series of exercises according to the principles of the gymnastic table. The fundamental movements should be taught first in their simplest form and gradually progress in difficulty. These movements should suit the needs and capacities of the pupils and should be sufficiently difficult to present a constant challenge to them.

Progression is secured by combining movements, combining different ways of moving (sustained, swinging, suspended, percussive), increasing difficulty of starting positions, tempo and rhythmic pattern.

2. *General Activities:*

(a) Jumps:

Informal Jumps (IX) —

Giant strides, bob jumps, jumping obstacles, jumping to touch an object, skipping.

High Jumps (IX-X) —

Standing—sideward, forward—with double take-off; scissors—with single take-off.

Running—Oblique, forward—with single and double take-off.

Deep Jumps (IX-XIII) —

Standing—Forward, sideward, oblique—with single or double take-off.

Running—Forward, sideward, oblique—with single take-off from form or sloping form; forward with double or single take-off from springboard.

Jumps with Assistance (XI-XIII) —

One assistant—Upward jump; upward jump with leg parting (in place, over obstacle).

Two assistants—Upward jump to extension, jump with leg parting, with knee raising, with leg raising to long sitting (in place, travelling on floor, clearing obstacle).

(b) Introduction to Vaults (IX-X):

Crouch Jumps —

Jumps—On the spot, advancing from side to side; over line, rope or form.

Stoop standing bob jumps (hand support on apparatus)—Jump with hip lifting, leg parting, leg flexion to crouch (one, two, three forms; horse, box, buck).

Jump in crouched position, on and off, and over apparatus.

Rests —

Front rest, knee rest, knee rest and forward dismount (courage vault), squat mount, upsprings, front rest with leg circling.

(c) Vaults (XI-XIII) —

Squat Vault (Slow and quick between), pommel, wolf, front, flank, stride, oblique.

(d) Pyramids (IX-XIII) —

Individual, couple, triple, etc.; positions suitable for pyramids. Extended, circular, apparatus pyramids.

(e) Stunts (IX-XIII) —

Individual, couple and group stunts.

(f) Tumbling (IX-XIII) —

Rolls, handstand, headstand, balances.

The following points should be noted:

1. Gymnastics is the basic course of the activity programme in the promotion of physical fitness. It provides that fundamental training in physical education which, in conjunction with the practice of sound hygiene, will produce physical well-being adequate for the demands of daily life. It should develop easy, co-ordinated movements and the ability to maintain good posture in walking, sitting or standing as well as in all forms of activity. It should lay a foundation of physical fitness and skill which will facilitate the learning of other skills, not only in the physical education programme but in all walks of life.

2. The lesson in gymnastics includes fundamental movements and general activities. Where this is not practicable owing to the shortness of the period, it is suggested that lessons be alternated between fundamental movements and general activities.
3. The ability to walk well with uniformity of speed, length of step and co-ordinated corporal movement should be stressed. This training can well be attained through gymnastic marching tactics which involve great variety in formation, stress natural posture, and economize in muscular and nervous energy. Precision in movement and the concentration necessary for accurate responses are desirable throughout the gymnastic programme, but "military drill" as such is undesirable and inappropriate for girls.
4. General activities such as jumps, vaults, etc., should be practised in squads under pupil leaders trained in a leaders' class. The value of a leader's class cannot be too strongly emphasized since it develops the ability to lead and to assume responsibility. It also facilitates the teaching and practice of general activities.
5. In all general activities such as jumps, vaults and tumbling, where there is danger of falling, it is essential to have a trained assistant to stand by.
6. The same activities should be repeated and practised until there is improvement in form, control, precision and ease of movement, since this is definitely one means of progression.
7. The activities should increase in difficulty from Grades IX to XIII, and each year pupils should grow in skill and improve in posture.
8. There should be marked growth in self-discipline from year to year, and in the self-direction of activities in squads under pupil leadership. By Grade XII pupils should be able to conduct squad activities safely and efficiently with a minimum of supervision by the teacher.
9. Leadership in gymnastics should be further stressed in Grade XIII as a preparation for teacher training and leadership in community and industrial recreation.
10. Music adds to the interest and enjoyment of fundamental movements.

RHYTHMICS

1. *Fundamental Movements:*

Movements of the trunk—dorsal, abdominal, lateral.

Movements of the upper extremity—shoulder, arm, hand.

Movements of the lower extremity—hip, leg, foot.

Balance movements—standing, progressing.

Locomotor movements:

Even—walking, running, jumping, leaping, hopping.

Uneven—sliding, skipping, galloping.

Derived—two-step, polka, schottische, waltz, mazurka.

NOTE—The above movements are the same as those used in the gymnastic course and serve as a preparation for the dances.

2. *Fundamental Rhythms:*

Phrasing.

Primary rhythm—Duple, triple, quadruple time.

Secondary rhythm—divisions of the pulse or time pattern, e.g. resultant rhythm, syncopation, etc.

Musical forms:

Song form, A B A, A A B A; rondo, A B A C A D, etc.; theme and variations; canon.

3. *Dances:*

Folk Dances:

American—round, circle, square, longways; English—circle, square, longways; Scottish; Irish; French; German; Scandinavian; European; Indian; Mexican.

National Dances:

Scottish—Highland Fling, Sword Dance; English—Sailors' Hornpipe, Morris, Sword; Irish—Hornpipe, Reel, Jig; Italian—Tarantella; Mexican—Jarabe Tapatio; Hungarian—Czardas; Bavarian—Schuhplatteltanz.

Ballroom Dancing:

Dance rhythms—fox trot, waltz, tango.

Positions—closed, regular open, conversation, reverse open, left and right reverse open.

Steps—walk (slow, quick), side-step, box waltz, waltz, hesitation, two-step, gravevine, dip, balance, rocking step, canter walk, corte.

Combinations—developed from fundamentals.

Dance Compositions:

Song forms; resultant rhythm; theme and variations; rondo; syncopation; character dances; tap dances; athletic dances.

The following points should be noted:

1. Participation in rhythemics should result in the joy and satisfaction of rhythmic self-expression.
2. The spirit and significance of the dance should be stressed before its form and technique.
3. The rhythemics lesson should provide a satisfying means of self-expression and should achieve the physiological objectives of the gymnastic lesson, e.g. organic vigour and co-ordination.
4. The rhythemics lesson should include fundamental movements, rhythms, a new dance and familiar dances.
5. In the rhythemics lesson based on a folk or national dance, the fundamental movements and rhythms should serve as a preparation for the teaching of a new dance. This can be achieved by analysis of the dance into its fundamentals, and use of these in the first part of the lesson.
6. In the rhythemics lesson in which a dance is composed, the fundamental movements and rhythms should serve as a preparation for the assignment for composition.

7. Each new dance learned should be regarded as an addition to a pupil's repertoire of dances which may be danced repeatedly for the social and rhythmic satisfaction inherent in them.
8. The teaching of folk and national dancing should include relevant material such as general characteristics of the type of dance costumes and customs of the people.
9. Ballroom dancing should be made a co-educational activity, after the fundamentals have been mastered by each group.
10. Leadership in rhythmic should be stressed wherever possible, and particularly in Grade XIII as a preparation for teacher training and leadership in community and industrial recreation.

GAMES AND ATHLETICS

1. *Games of Low Organization:*

Group, relay and tag games.

Lead-up games:

Basketball type—Captain ball, newcomb, nine-court basketball.

Hockey type—Broom hockey.

Soccer type—Corner kick, punch ball, rotation soccer.

Softball type—Base crick, Danish rounders, hit pin baseball, kick baseball, long ball, soccer baseball.

Tennis type—Deck tennis, paddle tennis, table tennis, wall tennis.

Volleyball type—Ring volleyball.

2. *Team Games:*

Basketball:

Fundamental Skills—

Catching and passing, shooting.

Individual Tactics—

Starting, stopping, jumping, guarding, intercepting, bouncing, pivoting, feinting, juggling.

Team Tactics—Offensive and defensive play.

Volleyball:

Fundamental Skills—

Volleying, serving, passing underhand and overhand, setting up; underhand and overhand, spiking, recovering net ball.

Team Tactics—Offensive and defensive play.

Field Ball:

Fundamental Skills—

Running, passing, throwing for goal.

Team Tactics—Offensive and defensive play.

Soccer:

Fundamental Skills—

Kicking, stopping, heading, trapping, blocking.

Team Tactics—Offensive and defensive play.

Speedball:

Fundamental Skills—

Soccer skills, punt, drop-kick, place-kick, dribble and pass, kick-up.

Team Tactics—Offensive and defensive play.

Softball:

Fundamental Skills—

Running, batting, catching, throwing, pitching.

Team Tactics—Offensive and defensive play.

3. Individual Games:**Tennis:**

Fundamental Skills—

The serve, forehand stroke, backhand stroke, volley.

Court Tactics—Singles and doubles games.

Badminton:

Fundamental Skills—

The serve, forehand and backhand strokes — clear, drive, drop, smash.

Court Tactics—Singles and doubles games.

Archery:

Fundamental Skills—

Stringing the bow, standing, nocking the arrow, drawing, holding and aiming, releasing the arrow.

Tournament rounds.

Golf:

Fundamental Skills—

Driving, putting, use of irons.

4. Field Athletics:**Individual Events:**

Dashes up to 75 yards.

Jumps—Scissors, front.

Games skills—

Archery.

Badminton—Serve into marked area.

Basketball—Running shot, free shot.

Fieldball—Throwing for distance.

Soccer—Dribbling for speed, kicking for distance, accuracy.

Softball—Throwing for distance, throwing for accuracy, base running for time, batting for distance.

Volleyball—Serving into marked areas, volleying net height against wall.

Novelty Races—Potato and spoon, hoop race, wand race, sack race, slow bicycle, tape jumping, etc.

Team Events:

Low organization games—Relay and lead-up games with and without equipment.

Relays—Pursuit, shuttle, file, obstacle, three-legged, dash and throw, medley, potato, novelty, e.g. thread needle, spelling, adding, balancing, etc.

Game Skill Relays—

Basketball—Running shot, free shot, passing.

Soccer—Dribbling, kicking.

Softball—Catching and throwing for speed (two or more players), diamond throwing for speed (all players of team on field), fielding.

Volleyball—Keep up; passing; net pick-up, pass and spike.

Low organization games.

Team games.

Individual games.

Not Recommended:

Running broad jump; running hop, step and jump, shot-put and throwing of any kind of heavy weight; long dashes.

5. *Skating.*

6. *Hiking.*

The following points should be noted:

1. In the games period the playing of the game should be stressed rather than practice of skills.
2. The game skills should be practised as the need of them arises in the playing of the game.
3. The games lesson should begin with a short practice of a skill for which the pupils feel a need. This skill should then be coached as the game is played. At the end of the lesson pupils should evaluate their playing ability and suggest a means of improving it. This discussion will motivate the practice of skills in the subsequent lesson.
4. When the activities of the games lesson do not stress physiological objectives, a few movements to promote these should be included in the lesson.
5. The games period should be organized to provide adequate activity for every pupil in the class, either in actual playing of games or in some leadership capacity.
6. A leaders' class is the most efficient way of preparing assistants for the games period.
7. Leadership should be stressed in class periods, and particularly in Grade XIII as preparation for teacher training and leadership in community and industrial recreation.
8. Games provide an excellent opportunity for the teaching of good citizenship.
9. It is suggested that the individual sports which are more useful in adult life be stressed in the upper grades.

10. A Sports Day, based upon team as well as individual competition, with the majority of the pupils participating, should replace the traditional Field Day, which emphasized individual competition and appealed only to a small percentage of highly skilled pupils.
11. *In the after-school program, intramural games should have precedence over interschool games.*

It is felt that interschool games have a definite value provided they do not monopolize the school recreational facilities and the teacher's time and interest and provided that every girl in the school has adequate opportunity to participate in intramural games. (An elimination tournament is not considered adequate in most cases).

It should be remembered that interschool competition in the form of "leagues" often benefits members of the school team only. This is usually because schools with inadequate facilities and teaching personnel find it necessary to curtail the intramural program in games, and even abolish many other valuable extracurricular activities, e.g. leaders' classes, posture groups, tumbling clubs, dance clubs, etc. in order to have sufficient time to coach a highly skilled team.

Owing to the fact that less than 5% of the secondary schools in Ontario have facilities or teaching personnel to provide an adequate intramural program and a highly skilled school team as well, it is recommended that interschool competition for girls take the form of friendly games or week-end tournaments.

SWIMMING

1. *Strokes:*

Elementary crawl, back stroke, breast stroke, side stroke, crawl, overarm side.

2. *Diving:*

Plain dive, jack-knife, swan, running dive.

3. *Life Saving:*

Emergency measures:

Changing from back to front and front to back positions, treading water, sink and save, relieving cramps while floating, fireman's carry from shallow water, lift out of deep water at edge of pool, surface dive for objects of different weights.

Releases:

Surface and underwater approach, front strangle hold, back strangle hold, neck hold, body hold, double grip on one wrist, breaking two persons apart.

Rescues:

Head carry, cross chest carry, hair carry, tired swimmer carry.

4. *Water Games:*

Tag, Relay, Group.

5. Stunts:

Elementary—Head first sculling, feet first sculling, motionless floating, marching, long plunge, spinning top, wash tub.

Intermediate—Canoe, swimming on breast, feet first, pendulum, paddle wheel.

Advanced—Pendulum floating, rolling log, back somersault, propeller, imitation of torpedo, formation swimming.

The following points should be noted:

1. Every pupil in the school should learn to swim.
2. Where a pool is not available, the mimetics of the swimming strokes should be taught, so that the pupils may practise intelligently when the opportunity arises.
3. Every pupil should learn life-saving measures as a routine safety precaution.
4. Advanced diving and competitive swimming should not be attempted until provision has been made for the achievement of the above standards.

THEORY OF PHYSICAL EDUCATION

PART I

HEALTH EDUCATION

(approximately 20 periods)

Recent studies* of the health interests of children have shown that the topics of greatest interest to girls from grades 7 to 10 are personal appearance and personality development. In choosing the topics for classroom study, these interests as well as the physical, mental and emotional *needs* of the girls of these grades have been carefully considered.

GRADE IX

I. *General Understanding of Body Mechanics and Posture:*

1. Meaning of these terms and the importance of practising good posture and body mechanics.
2. Good posture in standing, sitting and walking and how these positions demonstrate the application of the basic laws of stability.
3. The importance of understanding and applying the basic laws of motion and stability in learning the various skills of games and dance, etc., e.g.
 - (a) Body Stance for Balance—
 - (i) keeping the base of support as wide as is practicable for the activity—double underhand penalty shot in basketball.

*—The Health Interests of Children: Department of Instruction, Denver Public Schools.

- (ii) keeping the weight over the feet, e.g., rising from a sitting position.
- (iii) keeping the body weight as low as possible, e.g., stance in volleyball and basketball.
- (b) "Follow through" when throwing or batting an object, e.g., pitching a softball.
- (c) Controlling the object to be thrown or batted as long as possible before releasing it, e.g., carrying ball as close to basket as possible before releasing it.
- (d) Keeping base of support (or point of resistance) steady, e.g., hands and head in headstand on mat.
- (e) To avoid tension and stiffness by contracting only those muscles necessary in performing the skill—allowing the others to relax, e.g., head and shoulders not stiff in folk dancing—flutter kick in swimming.
- (f) Using those muscles best adapted for performing the skill, e.g., carrying a heavy tray over shoulder instead of low in front of body.
- (g) Relax before and after a movement; between shovelfuls in shovelling snow; following a serve in volleyball; glide between strokes in swimming.
- (h) Control of weight in landing from jumps by bending joints of hip, feet, ankles and knees.
- (i) Shifting of body weight so that body is in better position to
 - (i) Serve the ball in volleyball.
 - (ii) Pass the ball to a team mate in basketball.
- (j) Keep weight near the centre line of the body, e.g., headstand, shoulder-stand, etc.
- (k) Smooth rather than jerky performance, e.g., swimming, square dancing.
- (m) Control body in air by position of head, e.g., dives in swimming, forward rolls on mats, etc.
- (n) Use "backswing" to increase force, e.g., pitching, batting, serving in volleyball, tennis or badminton.

4. The feet and the part they play in good posture—

- Foundation for supporting body.
- Arches of feet.
- How muscles maintain arches.
- How you should use your feet in standing and walking, in running and leaping.

5. Good Shoes —

- Size, last, heel, toe, support for arches, suitability for activity.

6. Probable causes of poor posture and body mechanics—

—Ignorance of the efficient way of standing, sitting and performing activities; careless habits; tight clothing; fatigue and insufficient sleep; lack of nourishing foods; weak feet; unhealthy mental outlook, etc.

7. How to attain good posture—

- (a) Importance of rest and relaxation.
- (b) Nourishing food, exercise.
- (c) Knowledge of principles of good body mechanics.
- (d) Practice of good body mechanics in all activities.

II. *The Process of Growing Up:*

- 1. Changes in interests and activities and assumption of adult responsibilities.
- 2. Nature of physical changes; purpose and hygiene of menstruation.

N.B.—“The Story of Menstruation”—A Walt Disney Film—obtainable through the McLaren Advertising Agency, 372 Bay Street, Toronto, would be useful here.

III. *Good Grooming for Physical Education Activities:*

- 1. Purpose of special clothing.
- 2. Care of person and clothing.
- 3. Necessity for bath or shower after strenuous exercise.
- 4. Suitable clothing for the activity period.

IV. *Learning to Relax Through Hobbies and Recreation:*

- 1. The meaning of recreation.
- 2. The need for recreation in a person's life.
- 3. Kinds of recreation—
 - (a) Inactive kinds:
Motion pictures, talking, radio, motoring, reading, watching games, thinking, etc.
 - (b) Active kinds:
Tennis, badminton, archery, golf, gardening, camping, photography, etc.
- 4. What one should consider in choosing a recreation—
Suitability to age, sex, time of year, cost, health of participant, etc.
Recreation as a relaxation and relief from work.
- 5. Conditions which make a recreation satisfying—
A degree of skill.
Interest in the chosen recreation.
Possibilities for creating something, etc.
Variety of recreation.
- 6. Survey of recreational facilities in the community.

GRADE X

1. The meaning and importance of physical fitness.
2. How the body moves: A study of the mechanisms of movement—
 - (a) The bones: the system of levers of the body:
 - (i) The body framework.
 - (ii) General function and structure of bones.
 - (iii) Essentials for growth and development of bones.
 - (iv) General types, structures and function of joints and ligaments.
 - (b) The muscles: The source of energy for moving the bones or levers of the body:
 - (i) General types and structure and attachments of muscles.
 - (ii) Muscle contraction and relaxation and the resulting flexion, extension or rotation of the body parts concerned.
 - (iii) Effects of exercise on the muscles.
 - (iv) Essentials for the upkeep and development of muscles.
 - (c) The Nerves: The system of communication between the muscles and the brain:
 - (i) The function of the nervous system — communication, co-ordination.
 - (ii) The structure and function of the parts of the nervous system—brain, spinal cord, nerve trunks, nerve cell.
 - (iii) The health of the nervous system:

Effect of nutrition, exercise, sleep and rest, fatigue, emotions, alcohol, drugs.

Mental habits, self-control, use of leisure time, recreation and hobbies.
3. First Aid as applied to bones, muscles and nerves —
 - (a) Fractures:
 - (i) Varieties, causes, symptoms.
 - (ii) Treatment—general; special cases — skull, spine and pelvis, thigh bones, upper arm, etc.
 - (b) Injuries to joints and muscles:
 - (i) Types of injuries—dislocations, sprains, strains and ruptures; causes; symptoms; treatment.
 - (c) Insensibility:

When breathing is present:

With convulsions—

Types—Epilepsy, hysteria, infantile convulsions, some poisons.

Symptoms; treatment.

With no convulsions—

Types—Injuries to the head, shock, fainting, sunstroke, heat stroke, diabetes.

Symptoms; treatment.

4. The Circulatory and respiratory systems and their function in muscular exercise —
 - (a) The meaning and purpose of circulation.
 - (b) The organs of circulations and the general function of each—heart, lungs, arteries, veins, capillaries.
 - (c) Function of blood and circulation.
 - (d) Essentials for the health of the circulatory system.
 - (e) The meaning and purpose of respiration.
 - (f) The organs of respiration and the general function of each—Nasal passages, throat, bronchial tubes and lungs.
 - (g) The breathing process, inspiration and expiration.
 - (h) Immediate effects of exercise on the circulation and respiration.
5. First aid as applied to the circulatory and respiratory systems—
 - (a) Haemorrhage:
 - (i) Types and recognition—Arterial bleeding, capillary bleeding, venous bleeding.
 - (ii) The location of pressure points.
 - (iii) Treatments—by digital pressure; by the tourniquet.
 - (iv) Special cases of haemorrhage.
 - (b) Insensibility:

When breathing is absent (asphyxia):

Causes—Obstruction of air passages; inhalation of gases; pressure on chest; nervous affections.

Symptoms

Treatment—Artificial respiration.
6. Effects of exercise on the digestive system.
7. Importance of skill in Physical Education.
8. Effects of alcohol and tobacco on muscular movement.

GRADE XI

(Healthful Living)

OBJECTIVES

1. To consider the factors contributing to living successfully.
2. To gain an understanding of people and why they behave as they do.
3. To develop insight, understanding and knowledge of one's own conduct and personality (including strong points and limitations).
4. To set up worthy standards of conduct for application in daily living.
5. To practise the use of these standards in daily living.

OUTLINE OF COURSE

I. *The Meaning of Successful Living* (1 period):

Physical health; economic independence; satisfying forms of recreation; satisfying social relationships; a philosophy of life.

II. *Understanding Ourselves* (4 periods):

1. (a) Basic Needs—Physical, mental, emotional.
(b) Importance of keeping proper balance between all these needs.
(c) Ways in which these needs operate in our daily life:
 - Infancy
 - Childhood
 - Adolescence
 - Adulthood
2. Our Heredity and Environment—
 - Inherited characteristics.
 - Factors in our environment that determine our personality.
 - Interdependence of heredity and environment.

III. *Learning to Get Along With Oneself* (4 periods):

1. Nature and Importance of emotions.
2. The meaning of emotional maturity.
3. Overcoming emotional handicaps—fear, worry, anger, shyness, jealousy, hatred, prejudice.
4. Avoiding unhealthful ways of thinking:
 - Escape through rationalization, defence mechanisms, projection, regression, identification, excessive day-dreaming, illness.

IV. *Learning to Get Along with Others* (7 periods):

A—Getting Along with the Family—

1. Why the family is important.
2. Becoming less dependent on the home—
 - Privileges and responsibilities of a teen-age girl in the home.
3. Common sources of conflict between teen-agers and their parents.
 - Ways of handling these conflicts.

B—Getting Along with Our Friends—

- Playmates, “best” friends, “crushes,” mature friendships.
- Characteristics of a good friend.
- Importance of having friends with a variety of interests and backgrounds.
- Entertaining our friends.

C—Getting Along with Boys—

1. Comparative social development of teen-age boys and girls.
2. What do girls and boys look for in friends of the opposite sex?
3. Common problems in getting along with boys.
4. Looking forward to marriage—
 - Factors that tend to make for a successful marriage—happiness in childhood, common interests, similarity of social background and education, emotional maturity.

V. *Being a Good Citizen in a Democratic State* (2 periods):

1. Understanding the social structure in the local community, the province and the country.
2. Responsibility of citizenship—
To understand the meaning of democratic living.
To practise the democratic way in family and community life, i.e. respect for rights of others; respect for law and authority, etc.
To be reasonably informed about and (where possible) take part in civic and national affairs.
To prepare oneself for making a useful contribution to society.
To realize the responsibility and accept a personal share in providing all citizens with an opportunity for education, work and social and cultural development.

*VI. *Recreation* (2 periods):

1. The meaning of recreation.
2. How recreation contributes to our physical and mental health and to our social development.
3. Types of recreation—active, passive, social recreation, individual hobbies.
4. Importance of participating in all types of recreation.
5. Survey of recreational opportunities in local community.

VII. *Work* (2 periods):

1. Importance of careful choice in one's life work.
2. Factors to be considered in choosing one's life work.
3. How to apply for job.
4. Opportunities for continuing your education after high school.
5. Developing more effective study habits.

VIII. *Philosophy of Life* (2 periods):

- Need for a personal philosophy.
Importance of building up one's own philosophy of life.
Essentials in a philosophy.
Interest in and tolerance of other people's religion.

*—Topics V and VI may be omitted if these subjects are covered in the Guidance or Social Studies Course.

GRADE XII

(CHILD STUDY)

1. Understanding Children (1 period).
2. The Nature of Development (3 periods).
Heredity and environment; learning.
3. The Child as a Growing Person (8 periods)—
Growing in the Family; Growing in the Play Group; Growing in School;
Growing with Friends and Companions.
4. Helping the Child Grow (6 periods)—
Developing basic patterns through routines; developing interests and social living through play; guiding emotional expression; achieving discipline.
5. Security, the Goal of Child Development (2 periods).

REFERENCE —

Introduction to Child Study—A Teacher's Manual. Ontario Department of Education.

PART II
PHYSICAL EDUCATION
(Approximately 14 Periods)
GRADE IX

1. Meaning and importance of physical education.
2. General outline of year's programme.
3. Explanation of class organized for physical education:
 - (a) Regulations re use of playroom or playground.
 - (b) Proper clothing for the activity class.
 - (c) The squad system:
 - (i) Explanation.
 - (ii) Selection of leaders.
 - (iii) Duties of leaders.
 - (iv) Responsibility of squad.
 - (v) Leaders' classes.
 - (d) Class formation.
 - (e) Care of equipment.
4. The Extracurricular Programme—
 - (a) Importance of participation.
 - (b) General outline of programme.
 - (c) Tournaments:
 - (i) Type.
 - (ii) Duties of officials, etc.
5. The Games Programme—
 - (a) A brief outline of the rules for volleyball, softball and lead-up games in soccer and basketball.
 - (b) Rules test.
 - (c) Importance of skills.
 - (d) Explanation of drills and lead-up games.
 - (e) Team tactics.
6. Rhythmics Programme —
 - (a) Purpose of fundamental movements.
 - (b) Explanation of fundamental rhythms.
 - (c) Brief discussion of social customs of country whose folk dances are being studied.
7. General Activities Programme—
 - (a) Class organization.
 - (b) Method of handling equipment.
 - (c) Safety.

N.B.—Topics 5, 6 and 7 above to be discussed during the season of each specific activity.

GRADES X, XI, XII

Topics covered in this section will be chosen by the teacher according to the needs arising in the curricular and extracurricular programme.

REFERENCE BOOKS

PHYSICAL EDUCATION

GYMNASTICS

Fundamental Movements:

Bjorkstein, Elli, "Principles of Gymnastics for Women and Girls," Part II—
J. A. Churchill, Ltd.

Blanchard, V. S. and Collins, L. B.: "A Modern Physical Education Programme for Boys and Girls," New York: A. S. Barnes & Co., Inc.

Duggan, A. S., Montague, M. E. and Rutledge, A., "Conditioning Exercises for Girls and Women," New York: A. S. Barnes & Co., Inc.

Syllabus of Physical Training for Schools, Toronto: Copp Clark Co., Ltd.

General Activities:

Cotteral, B. and Cotteral, D., "The Teaching of Stunts and Tumbling," New York: A. S. Barnes & Co., Inc.

Horne, V. L., "Stunts and Tumbling for Girls," New York: A. S. Barnes & Co., Inc.

Munden, I., "Suggestions for the Use of Small Apparatus in Physical Education," London, England: Ling Physical Education Association, Hamilton House, Bidborough Street, W.C. 1.

Powdermaker, T., "Physical Education Play Activities for Girls," New York: A. S. Barnes & Co.

United States Navy, "Gymnastics and Tumbling," Annapolis, Maryland: Aviation Training Division, U.S. Navy.

Films:

(Department of Education, Visual Education Branch)—

Analysis of Agility Exercises; Analysis of Rhythmic Exercises;

Eighteen Girls and a Horse; Physical Training—Girls;

Tumbling, Beginners, Intermediates, Advanced (3 films).

RHYTHMICS

Folk and National Dances:

American

Burchenal, E., "American Country Dances," G. Schirmer, Inc.

Duggan, A. S., Shlottmann, J. and Rutledge, A., "Dances of U.S. and Mexico," New York: A. S. Barnes & Co.

Ford, Mr. and Mrs. H., "Good Morning," Dearborn, Mich.: The Edison Institute.

Jarman, H., "Cornhusker Series"

"How to Square Dance"

"Square Dance Tunes"

"Dance Calls Only"

"Old Time Fiddling Tunes"

"How to Call Square Dances"

"44 Original Canadian Jigs and Reels for Square Dances."

Toronto: Jarman Publications

McVicar, Wes., "Wes McVicar's 75 Square Dance Calls," Toronto: Gordon V. Thompson, 902 Yonge Street.

Ryan, Grace L., "Dances of Our Pioneers," New York: A. S. Barnes & Co.

Shaw, Lloyd, "Cowboy Dances," "New Round Dance Book," Caldwell, Idaho: Caxton Printers Ltd.

English:

Duggan, A. S., Schlottman, J. and Rutledge, A.: "Folk Dances of the British Isles," New York: A. S. Barnes & Co.

Sharp, Cecil, "The English Country Dance, Graded Series, Vols. I-VIII,"

"The Country Dance Books," Parts I-X

"Country Dance Tunes, Sets I-X"

"The Morris Book, Parts I-III"

"Morris Dance Tunes, Sets I-VI"

London, England: Novello & Co., Ltd.

Scandinavian:

Bryans, H. L. and Madsen, J., "Scandinavian Dances, Part I and II", Toronto: Clarke Irwin & Co.

Duggan, A. S., Schlottman, J. and Rutledge, A., "Folk Dances of Scandinavia," New York: A. S. Barnes & Co.

European:

Burchenal, E., "Folk Dances of Old Homeland," G. Schirmer, Inc.

Duggan, A. S., Schlottman, J. and Rutledge, A., "Folk Dances of European Countries," New York: A. S. Barnes & Co., Inc.

Dance History:

Kinney, T. & M., "The Dance", New York: Frederick A. Stokes & Co.

Sachs, Curt, "World History of the Dance," W. W. Norton & Co., Inc.

Modern Dance:

H'Doubler, M., "The Dance," New York: Harcourt Brace & Co.

"Dance; A Creative Art Experience," New York: F. S. Crofts & Co.

Jones, R. W. and DeHaan, M., "Modern Dance in Education," New York: Bureau of Publications, Teachers' College, Columbia University.

Radir, Ruth, "Modern Dance," New York: A. S. Barnes & Co., Inc.

Schurr, G. and Yocom, R. D., "Modern Dance, Techniques and Teaching," New York: A. S. Barnes & Co., Inc.

Films:

American Square Dance (Department of Education).

GAMES AND ATHLETICS

Games of Low Organization

Bryans, H. L. and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.

Mason, B. and Mitchell, M., "Social Games for Recreation," New York: A. S. Barnes & Co.

Mason, B. and Mitchell, M., "Active Games, Contests and Relays," New York: A. S. Barnes & Co.

Team Games:

- Bryans, H. L., and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.
- Hupprich, F. L., "Soccer and Speedball for Girls," New York: A. S. Barnes & Co., Inc.
- Laveaga, R. E., "Volleyball," New York: A. S. Barnes & Co., Inc.
- Lees, J. T., "Field Hockey for Girls," New York: A. S. Barnes & Co., Inc.
- Meissner, W. E., and Myers, E. Y., "Basketball for Girls," New York: A. S. Barnes & Co., Inc.
- Meyer, M. H. and Schwartz, M. M., "Technique of Team Sports for Women," Philadelphia: W. B. Saunders, Co.
- Mitchell, V., "Softball for Girls," New York: A. S. Barnes & Co., Inc.
- Noren, A. T., "Softball," New York: A. S. Barnes & Co., Inc.
- Official Sports Library for Women, "Official Guides," (Basketball, Field Hockey, Lacrosse, Volleyball, Softball, Track, Soccer, Speedball), Washington: N.S.W.A., American Association for Health, Physical Education and Recreation.
- Standards in Athletics for Girls and Women, Washington: N.S.W.A. American Association for Health, Physical Education and Recreation.
- Standards in Girls' Athletics, Athletic Section, Physical Education Branch (Women) of the Ontario Educational Association.

Individual Games:

- Ainsworth, D. S., Broer, M. R., Goss, A. G., Goss, G., Pitkin, B. A., Ryder, F., "Individual Sports for Women," Philadelphia: W. B. Saunders.
- Berg, P., and Dypwich, O., "Golf," New York: A. S. Barnes & Co., Inc.
- Bryans, H. L., and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.
- Jackson, C. H., and Swan, L. A., "Better Badminton," New York: A. S. Barnes & Co., Inc.
- Jacobs, H. H., "Tennis," New York: A. S. Barnes & Co., Inc.
- Morrison, A. J., "A New Way to Better Golf," Toronto: Musson Book Co., Ltd.
- Official Sports Library for Women, "Official Guides," (Archery, Badminton, Bowling, Tennis), Washington 6, D.C.: American Association for Health, Physical Education and Recreation.
- Prager, W., "Skiing," New York: A. S. Barnes & Co., Inc.
- Putnam, H., "Skating," New York: A. S. Barnes & Co., Inc.
- Reichart, N., and Keasey, G., "Archery," New York: A. S. Barnes & Co., Inc.
- Yocom, R. B., and Hunsaker, H. B., "Individual Sports for Men and Women," New York: A. S. Barnes & Co., Inc.

Field Athletics:

- Bresnahan, G. T. and Tuttle, W. W., "Track and Field Athletics," St. Louis: C. V. Mobsby Co.
- Bryans, H. L. and Charlesworth, R., "Skill in Games," Toronto: J. M. Dent & Sons, Ltd.
- Hansen, J., "Athletics," London: Methuen & Co., Ltd.
- Official Sports Library for Women, "Official Guides," (Track and Field), Washington 6, D.C.: American Association for Health, Physical Education and Recreation.

Webster, F. A. M., "Athletics of Today for Women," London and New York: Frederick Warne & Co. Ltd.

Periodicals:

The Athletic Journal, 6858 Glenwood Avenue, Chicago.

The Scholastic Coach, 250 East 43rd Street, New York City.

Films:

The following films may be loaned from the Visual Education Branch of the Department of Education, 244 College Street, Toronto:

Archery for Girls.

Basketball for Girls—Fundamental Techniques.

Basketball for Girls—Game play.

Catching in Baseball.

Play Baseball, Son.

Speedball for Girls.

Tennis — Beginners.

Tennis — Advanced.

Volleyball for Girls.

Play Volleyball, Son.

Swimming:

Canadian Red Cross Society, "Swimming and Water Safety Manual," Toronto: 621 Jarvis Street.

Curtis, K. W., "Rhythmic Swimming," Minneapolis: Burgess Publishing Co.

Kiphuth, R. J. H., "Swimming," New York: A. S. Barnes & Co., Inc.

United States Navy, "Swimming," Annapolis, Maryland: Aviation Training Division, United States Navy.

Films:

(Department of Education—Visual Education Branch)—

Swimming and Diving Aces; Swimming — Beginners; Swimming — Advanced; Swimming Techniques for Boys.

General:

Gray, M., "Physical Education Demonstration," New York: A. S. Barnes Co.

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